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The Volunteer

. . . a newsletter by and for the Volunteers of the Peace Corps

JUNE, 1962 | VOL. 1, NO. 6 | Peace Corps, Washington 25, D.C.

THE PHILIPPINES ON VACATION

Philippine elementary schools closed in mid-April for summer vacations. The Peace Corps' 222 teachers' aides are now working on 52 different projects ranging from camp counselling and agricultural work to forestry and summer theatre.

The Volunteers in the Philippines selected their summer activities with a view to achieving several objectives. They felt their work should contribute in some way to Philippine development, lead to the promotion of better Philippine-American relations, stimulate self-help among host country nationals, and—when possible—to serve as a pilot experience for possible Peace Corps work in the future.

Among the Volunteers' summer projects is Camp Brotherhood, established by 18 teachers' aides in the province of Negros Occidental. A piece of government-owned land at Manbucal was donated to the Volunteers for the summer to set up a boys' camp. They have enrolled about 600 campers representing all areas of the province. Camp Brotherhood, staffed by Volunteers, Filipino co-workers and senior students from Negros Occidental College, will offer instruction in arts and crafts, classes in English, opportunities for discussion, and athletic activities. Last month Judy Conway commented on its progress. "Leo Pastore, Jim Turner and John Bossany have taken care of the finances and administrative matters. Funds and supplies have been solicited from various profit and non-profit organizations in the Province. . . . The Sugarcane Planters and Growers Association seemed enthusiastic about a place mat I made for the arts and crafts course that I'll be teaching. It's made of waste products of the sugar cane and they could train workers on the haciendas to do this during the slack seasons in sugar production . . . We're all busy working on specialized talents for the camp. We will have seven days instruction for all Volunteers one week prior to the camp opening."

In Laguna, 11 Volunteers are assisting with a special project of the University of the Philippines College of Forestry. Philippine forests are being destroyed at a rate faster than that of any other country. Some Volunteers

(Continued on page 7)

John King, Public Health Doctor at work in Dar Es Salaam, Tanganyika, discusses his stethoscope with an interested patient.

Photo: John Moss, Black Star

Professionally Speaking . . .

COMMUNITY DEVELOPMENT work in Comilla, East Pakistan is proving to be a challenge for the Academy for Village Development's Communications Associate, Peter McDonough. Peter has been compiling photograph albums for use in explaining agricultural machinery and tube well irrigation to rural Pakistanis.

In order to develop the most effective audio-visual methods for rural education and to determine the best form of presenting irrigation techniques and machinery, Peter has used two albums. He reports: "A brief survey of the tube well album indicated that actual photographs of a device have the edge over drawings. Villagers are much more interested in possessing something if they have seen an actual photograph of it. On the other hand, drawings in picture story form are probably better for offering detailed instruction about its use and maintenance.

(Continued on page 4)

DAVID CROZIER—LAWRENCE RADLEY

On April 22, a DC-3 AVISPA Airliner carrying Peace Corps Volunteers David Crozier and Lawrence Radley crashed in the mountains of Western Columbia killing all 28 persons aboard. The Volunteers were returning to their posts from a four day Easter vacation in Bahia Solano.

David Crozier, 23, was from West Plains, Missouri, an Ozarks community of 6,000 people. He was a 1961 graduate of the Carnegie Institute of Technology in Pittsburgh, Pennsylvania, where he was president of the breakfast club and of the Roger Williams Fellowship.

David was a community development assistant, assigned to the village of Jardin, Colombia, where he had achieved unusual popularity in the short time he was there.

Shortly after he arrived in Jardin, he was advised to change his location because of an allergy. When the people of the village heard that he was going to leave, they protested strongly. In spite of his discomfort, David remained in Jardin, to assist with the building of rural roads, bridges and schools.

Lawrence Radley, 22, of Chicago, Illinois, attended the University of Chicago and graduated in 1961 from the University of Illinois. He majored in advertising and sociology, and had traveled extensively in Brazil, Egypt, Japan and Europe. Before joining the Peace Corps, he worked as an offset printer and earned a private aircraft pilot's license.

Larry was assigned as a community development assistant in Armenia, Colombia. To this remote area he brought his skills to help in the construction of badly needed schools and roads. He was also surveying for an aqueduct.

Writing about the accident, the editors of *El Tiempo,* the principal daily newspaper of Bogota, Colombia, said in part:

"David and Lawrence have bequeathed to us in a tangible form their legacy, which will always preserve their likeness and wisdom. They entered actively into the construction of schools, health stations, rural dwellings, village roads, etc., augmenting our agriculture through modern methods, setting a new course for the Colombian small farmer in better utilization of the natural and human resources of each locale.

"Their bodies have fallen with those of our fellow countrymen. Two races of people were thus joined together in this unfortunate accident. That this not be in vain is the ardent hope of millions of human beings."

VITA AND THE PEACE CORPS

Peace Corps Volunteers who are looking for solutions to various technical problems they are encountering, are offered the assistance of a new and interesting organization.

A group of some 250 American scientists and engineers have volunteered their services and formed a nonprofit organization designed to help less developed countries in technical fields.

This group, headquartered in Schenectady, New York, calls itself Volunteers for International Technical Assistance (VITA). VITA seeks to supplement the efforts of governmental agencies and large private programs by solving specific problems, large and small, and will undertake special projects in device development upon request.

If you are interested in knowing what devices or methods already exist for some of your problems, or in having VITA work out for you a device or plan of some kind, you should present them with a statement of your problem. Be sure to make clear the social and economic factors involved, what materials are available to you, by what method you could produce such a device, as well as the general level of skill you have at hand.

VITA is also interested in the more general needs of Peace Corps Volunteers. Special study groups exist to explore larger questions on such subjects as cheap materials for scientific education, small-scale power generation and water purification, simplified radio communication.

VITA is eager to assist Peace Corps Volunteers, and offers its services free of charge. Address your inquiries to: VITA, 1204 Eastern Avenue, Schenectady 8, New York.

SHOPPING SERVICE

Sears, Roebuck and Company has offered to send their catalog to any Peace Corps Volunteer who wishes it. You are probably familiar with their shopping service. They have had long experience in handling overseas shipments, including packing, documentation, insurance and delivery of merchandise to Post Office, boat or plane for customers all over the world. Their Fall and Winter Catalog will be available by mid-June. If you wish a catalog sent to you, free of charge, send your request directly to:

Sears, Roebuck and Company
Philadelphia 32, Pennsylvania
Attention: Mr. George J. Shoch

Language is obviously no serious barrier between Marian Zeitlin and her Ghanaian English class.
Photo: John Moss, Black Star

SAVAGE CANARIES IN GHANA

Students in Ghana are enthusiastic and thoughtful, but sometimes baffled by the complexities of our often tricky native tongue (English).

Arnold and Marian Zeitlin, teachers at O'Reilly Secondary School in Accra, find that grammatical problems, though they may interfere with clear communication, frequently result in classroom episodes that are instructive as well as amusing.

For example, Marian asked a fifth former to translate from French to English a sentence about a hunter holding four *"canards sauvages,"* or wild ducks. The student didn't know the words, but ingeniously converted them to four "savage canaries."

In an article he wrote for the *Pittsburgh Post-Gazette,* Arnold told this story:

"My students pull what a colleague calls 'howlers' in much the same fashion as students all over the world. Any school boy might have written, as one hurrying third former did, that 'Ivanhoe went to Palestine to fight the Crudes.'

"Answering my request to create a sentence for the vocabulary word 'submit,' another third former produced a line about a 'submit conference.' "

Turning the tables, Marian commented on the challenge Peace Corps Volunteers face in tackling the Ashanti language:

"I take Ashanti lessons from a teacher in a nearby middle school. This leaked out and tickled the girls, who often teased me to talk vernacular.

"One day, entering class, I caught the name of the headmistress in their usual vernacular chatter, and raised my eyebrows to let on that I understood—which I really did not. They blushed in such obvious embarrassment that I sensed how much we must miss."

EXPANDING HORIZONS

As Peace Corps Volunteers settle into their new communities abroad they are finding time to initiate and carry through a variety of independent projects in addition to their regular assignments. Extra curricular horizons are wide for Volunteers in all parts of the world, as can be seen from the range of their spare-time activities.

Charlotte Hough and Nancy Jeffers, teachers' aides in Sorsogon, the Philippines, are operating a 40-child nursery school during a free school period. They also give adult education lessons in English, teach folk dancing and help lead Girl Scout activities.

Several other Volunteers in the Philippines work with Boy and Girl Scout troops, and are helping to organize new ones as well. In Malaya, Sadie Stout recently became a leader of the Sungei Buloh Settlement Girl Scout Troop, and Volunteers in Lahore, West Pakistan have been working with Boy Scouts there.

From Lahore, Bob Morris, teacher of chemistry at the College of Animal Husbandry, reports on other outside activities of West Pakistan Volunteers. "We are involved in the planting of trees and in similar projects in the city." Bob writes that the Volunteers recently helped the Apex Club, one of Lahore's service organizations, level an area for a community recreation center.

From another part of West Pakistan, nurse Addis Palmer writes about a project started by Volunteers in Lyallpur. "All of us here in Lyallpur are planning to adopt a leper colony. The guys have a movie projector and some selected short subjects from USIS. We now have to find a generator. We are all going out with some food and material for clothing. We hope to learn some Punjabi songs and put on a little variety show. There are 44 lepers—men, women and children—all living together in one old temple. It is situated about ten miles out of town in a barren, God-forsaken, strip of unproductive land. There are no houses for miles, and the lepers seem to be a forgotten people. It will be the one project on which we will all be working together in our spare time."

Volunteers in the Sungei Buloh Settlement in Malaya have formed a Wednesday night square dance group for teenagers. The first night, Sadie Stout and Mary Ianziti borrowed records from the USIS library and another Volunteer called the patterns. By the end of the evening, four sets of Malayans had learned all the basic steps and two complete dances—"Uptown-Downtown" and "Duck for the Oyster."

In Bo, Sierra Leone, music teacher Alan McIvor can be found on Saturday nights playing the saxophone in the local High Life combo. He hopes to put a band together as soon as he can locate musical instruments for Bo's talented musicians.

(Continued on page 5)

PROFESSIONALLY SPEAKING . . . *(Continued from page 1)*

"A different type of check was tried with the agricultural machinery album. First, individual cultivators were asked to identify the thresher, the sprayer, etc. As expected, the literates were more familiar with the implements than the illiterates. Then checks were run with mixed literate and illiterate groups ranging from two to five persons. In this situation, comprehension was complete and enthusiastic. Once a man had identified the object, others would try to name the different parts, ask about the cost, and point out whether or not their village had one. (One fellow, assuming some odd postures, showed me how I must have taken the pictures)."

COMMUNITY DEVELOPMENT ASSISTANT Edward Tisch in Longotoma, Chile, is working on a project important to land reform in that country. The ownership of a large share of rural property is being turned over to the tenant farmers who have been working on it. Ed is helping lay the groundwork for this change of ownership, in which 500 acres will be divided among about 35 families. He has visited all the homes in the area and is organizing meetings to explain to the farmers the obligations and duties they will assume as landowners.

This work is vital to the farmers who have never before had the opportunity to think in terms of community action. Groups have been organized and the farmers have elected their own officials who will lead them in the development of their community. Ed is also assisting by teaching new farm techniques and helping with plans for a cooperative.

MATH TEACHER, Parker Borg, sends a suggestion from his barrio classroom in Camarines Norte, the Philippines. He often conducts a game of arithmetic baseball to keep his classes lively. To play this game, Parker either writes on the blackboard or on a large sheet of paper the following figures:

2	4	14	6	10	18	8	12	16	2
3	9	15	27	12	18	24	6	21	3
4	16	24	32	8	28	12	20	36	4
5	25	45	20	30	40	10	35	15	5
6	36	48	12	42	18	30	54	24	6
7	49	21	35	63	28	42	56	14	7
8	64	16	56	24	40	72	32	48	8
9	81	36	54	72	18	63	27	45	9

The numbers in the far left and far right columns are the divisors. The numbers in the other columns are the dividends.

He appoints two teams and lets each choose a captain. The captains are pitchers. The captain of one team will point to any number in the dividend columns. Members of the opposing team are the batters, and bat in turn. If the batter knows the answer (quotient), his team scores a run. If he doesn't know, he strikes out. After three strikeouts, the inning is over and the other team comes to bat. The game can be played for a set number of innings or a set time.

Parker also uses the game for multiplication. He writes the numbers two through nine down the side and across the top of a similar chart. The captain points to the square which indicates both the multiplier and the multiplicand.

ENGLISH TEACHER, Willie Mae Watson, reports a successful teaching aid she has used in Kano, Nigeria:

"One class that I teach in English literature is reading a simplified version of *The Story of My Life* by Helen Keller. They are tremendously interested in the places and incidents mentioned. So we have put a map of the U. S. on the bulletin board. As we read, we locate the cities mentioned and run a string from the spot to an attached statement about the city. I brought with me a number of color slides and happened to have some of Niagara Falls. The students were thrilled to see the slides as they read of Miss Keller's visit to the World's Fair in Niagara."

HISTORY TEACHER, Newell Flather, tells of two projects which are keeping him busy in Ghana:

"As history department chairman, I have been asked by the headmaster to write a history of the school, a fascinating undertaking with which I am currently occupied . . . However, I consider my supreme achievement of the term to be the reorientation of the school's history program from British to West African . . . The vital importance of this change becomes particularly evident to me when I think how ridiculously unfortunate it would be if Americans studied British history and knew little of their own traditions and heritage."

SOCIOLOGISTS, Ross and Lorena Blount, at the University of Nigeria in Nsukka, are conducting extensive research in Nigerian living patterns and customs. They are working through the sociology department of the university to explore aspects of the society which play important roles in the future development of Nigeria.

The Blount's study is pointed toward learning how many people live in the Nsukka area, what their ages are, what types of work they are doing and how many people are moving in and out of Nsukka.

Ross frequently rides his bicycle to visit small outlying villages. He has been struck by the strong attachment Nigerian people have to their families and their places of birth. Many of the children born in the city are taken back to their places of birth to be blessed in the village shrines.

The Blounts hope to contribute findings which will help both the university and the town of Nsukka in planning for the future.

(Continued on page 7)

High Moments

There are bound to be low points in any project which aims as high as the Peace Corps. But, hopefully, those will be balanced by special incidents which seem to make all efforts worthwhile.

Mike Rosenthal, a teacher in Masbate, **the Philippines,** took a tape recorder into his fifth grade class. The following letter of appreciation was Mike's reward:

Dear Sir,

Sir, I am thanking you for bringing the wonderful thing in the class. I am very very glad of it. You know, sir, I have not seen it since I was born. I am surprise to hear my voice and how happy am I. I told my parent about you and they are glad. They said that we are very lucky to have you as our teacher. You are really very good, sir. I hope we can repay your kindness. You are making us happy, sir, in the class. Please teach us wonderful things always. Sir, I will try my best to study your lesson to us so that you will be happy. Our teacher said also that she is happy that we learn new things from you. I pray to God that you will not become sick again, sir, so that you can teach us wonderful things always. I am very happy, sir, and my classmates. Our teacher told us that angels are good so you are like angel, sir. You are good and we are happy. Thank you, sir. Good bye.

Your loving pupil,
Rosalinda

Martin Ronan, in an article for *The Daily News* of Chicago, told of a high moment for Jim Coleman, a fellow Volunteer in **Chile.**

Jim was assigned to help farmers arrange a festival which was designed to unite the people as part of a project in education for community action.

At the first meeting the *campesinos* were hesitant, but by the second meeting they had warmed up to Jim and came forward to help. In a short time, the festival had drawn the interest of the entire village, and Jim and the farmers had become good friends.

Martin wrote, "Jim says that the weekend was the greatest experience of his life. Even though he could not speak their language very well or fix radios or trucks, as they thought a North American could, he felt that the people loved him and would do anything for him.

"One example of this was the seemingly simple presentation to him of a glass of milk at one of the homes. While he was waiting for the others to get theirs, he was urged by everyone to go ahead and drink the milk. He started to do so and realized too late that his was the only glass of milk in the house."

Also from **Chile** comes a story about Ken Bartlett, a specialist in agronomy assigned to the island of Chiloe, a very poor region on the southern coast of Chile. Here the villagers' supper usually consists of bread, soup and potatoes.

Ken had completed a temporary tour of duty on Chiloe and was returning to the mainland. The night before his departure, the people of Chiloe somehow gathered enough fancy fare to give him a going-away party. They even served a wine-punch.

As the party was breaking up in the wee hours of the morning, a delegate from the villagers presented him with a huge bouquet and a greeting card, procured from some unexpected source, with the message, "We know we'll never see you again . . . nobody ever comes back to Chiloe . . . but we want you to take the memory of this feast away in your heart as a token of our appreciation for all you've done for us."

Ken Bartlett returned to Chiloe, and is at work there now, helping in community development in remote areas of the island which can only be reached by horseback.

Nurse Malinda DuBose describes the special rewards Peace Corps Volunteers are experiencing in their work in public health on the island of **St. Lucia:**

"These experiences will come to you in ways that cannot be described in words, but perhaps you will recognize the warmth that you feel, the first time a child comes to you after a clinic, and says, 'These are for you.' You see that he is holding out a small bag for you; you look into it; and there are three very precious eggs, that he has brought from his home. He only smiles at you, and you know that he is saying, 'Thank you.'

"Perhaps, the experience that will live with you, after many others are forgotten, will happen a few weeks after you have been working in this new country. It may be one morning as you are walking to the Health Center in the small village in which you are living. It seems to be a morning in which you have been rather introspective, thinking of this new way of living; will you really be able to make a contribution; will these new people really ever accept you; and then a young boy, working beside the road speaks to you. His words are ones that you thought perhaps you would not hear, for they denote to the people in this new country, a position of respect and dignity in their knowledge of nursing. He has simply said, 'Good morning, Sister.' "

Expanding Horizons

(Cont. from page 3)

In the Philippines, Pera Daniels has taken the initiative in organizing a fund-raising drive for his badly over-crowded school in Plaridel, Camarines Norte. All 13 Volunteers in Camarines Norte have rallied round to help raise the money. They presented a "charity ball" at which the Volunteers gave an exhibition of Filipino and American folk dancing. In addition to materials Pera will be able to supply through the funds they raised, he has arranged to get free lumber from the municipal forest, and free labor from the local PTA.

Along the same line, at Tawig, Camarines Norte, Emery Bontrager is putting his manual dexterity to good use by helping construct new classrooms for his school.

Bill Woudenberg at the loom he invented in Colombia. The loom weaves mats more than 6 feet wide and 14 feet long, each large enough to form the wall of a house.

TRICKS OF THE TRADE

For the past few months PCV William Woudenberg in Colombia has been developing a new method of construction which may be of great use in other nations where bamboo is plentiful.

Bill has constructed a special loom on which long strips of bamboo are woven into matting of three or four inch weave. Two mats are wired together to form the wall or roof of a building, and a fairly dry mixture of cement is worked into the weaves.

The bamboo matting provides the structural form and reinforcement for the cement, so that it is not necessary to build any additional forms and the work moves along quickly.

Woudenberg's loom can weave a mat more than 6 feet wide and 14 feet long in approximately 30 minutes. A mat this size is wide enough to form the wall of a house. When two mats are wired together, they form a double matting one or two inches thick. A man behind the frame holds a piece of plywood against the matting, while another spreads cement under the mat and works it into the weaves.

No tools (or great skill) are necessary to apply the cement. It is worked into the matting by hand (see photo). The first application of the cement leaves a rough surface and the building must be finished off with a smooth final coat afterwards.

The latrine in the photo at right is roofed with a smaller section of woven bamboo. Round structures, such as this one, are very easy to build with a single width of matting, but straight walls and square structures should present no difficulties.

Woudenberg's mats may be widely used in Colombia.

Cement is worked in between the bamboo mats by hand (right).

The finished product. Inventor Woudenberg stands beside a latrine built with woven bamboo (below).

This type of construction creates a strong cement wall, requires no special tool other than the loom (which can be built for about $70.00), and makes use of easily obtainable materials. Already the Health Department of the University Hospital in Cali, Colombia, has asked for several hundred mats to use in sanitation construction.

* * *

The Agency for International Development (A.I.D.), offered the following idea for fireless cooking in its magazine, THE MULTIPLIER.

This is a plan for making a hay box cooker for use where fuel is expensive. It saves fuel, time, and labor. In a hay box, foods will cook with their own heat, once you have brought them to a boil over an ordinary fire.

First, take a wooden case or box about 30 inches long, 20 inches broad and 15 inches high. Or, instead, you can enclose a corner of your kitchen with mud to form a box. Spread paddy husk or saw dust to a depth of two inches on the floor of the box. Then spread a two-inch layer of hay. Make a hollow space in the center of the hay layer, and place the pot in the middle. Surround the pot with hay, and press it tight around the lid.

Next, stuff a burlap sack with a three-inch layer of hay, and make a cushion the size of the top of the box. Place the stuffed burlap sack over the pot and close the lid firmly.

TO COOK RICE: Bring a pot of rice to boil over an ordinary fire and let it boil uncovered for 12 to 15 minutes. Then cover the pot and place it in the hollow space in the hay box, put the burlap cushion over it and close it in. The rice will be ready within an hour, and will not need to be strained.

A housewife can put food which must be cooked several hours, in a hay box oven and go on to other tasks. The food will cook evenly, with no chance of burning, and flavor and food value will not steam away.

The Philippines on Vacation

(Continued from page 1)

are collecting, organizing and preparing for distribution information for a public forestry education program. Some are planting trees. Others are fire fighters.

Former medical technologist Pat Nash, one-time receptionist Linda Egan, and ex-secretary Phyllis Smith are working at the CARE hospital in Banaue, Mountain Province. The ten-bed hospital was opened in 1959 to provide medical facilities in a portion of Mountain Province where no such facilities before existed. One doctor, one nurse and several attendants presently service the bed-ridden patients as well as the hospital's large out-patient clinic. The three Volunteers are working as nurses' aides and in the x-ray laboratory.

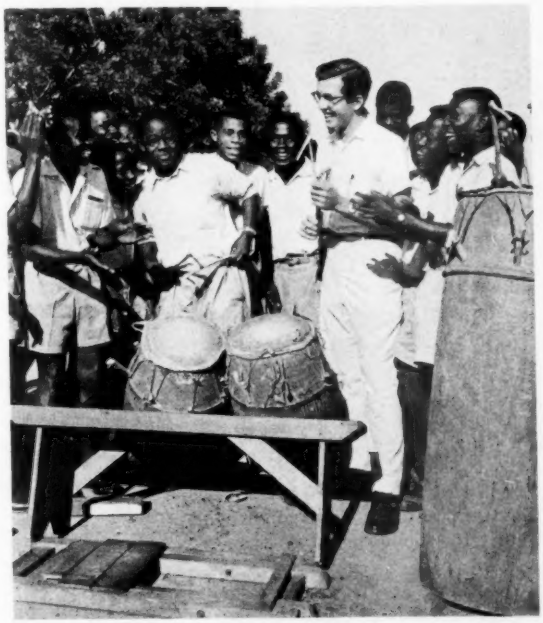
Professionally Speaking . . .

(Continued from page 4)

SCIENCE TEACHER, Donald Groff, comments on problems involved in science teaching in Ghana:

"Science teaching is a fairly recent addition to my school, and in the fifth form only five boys are taking science courses. Science is required of boys in the first three forms; thereafter it is optional. My largest class has 35 students.

"In science, a handicap is that the students are unfamiliar with many objects of science. This complicates teaching the principles involved, as references which students will readily understand are limited."



Science teacher Don Groff and some of his students in Ghana seem to approve of their own musical abilities.

Photo: John Moss, Black Star

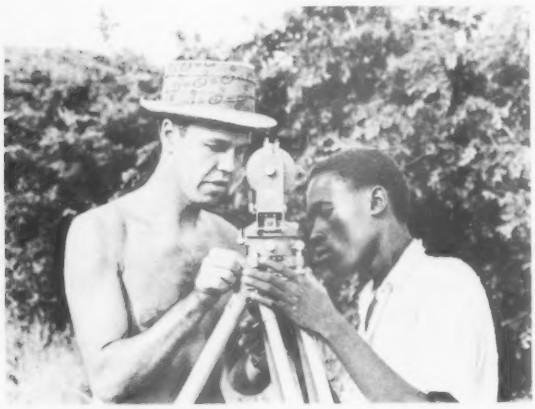
Eighteen Volunteers are working with the Welfareville Institutions in the Manila area. Welfareville is a 36-year-old service institution supporting needy men, women and children. The 1,650 young people at Welfareville include orphans, juvenile delinquents, abandoned children of lepers and youngsters who are physically or mentally handicapped. The Volunteers' jobs in this seriously overcrowded and understaffed institution range from group work and teaching to general maintenance and construction.

Other Volunteers are giving their vacation time to a variety of projects in community development and teaching summer school.

WORK AND PLAY IN TANGANYIKA

After nine months on the job, Peace Corps Engineers, Geologists, and Surveyors in Tanganyika are well entrenched in their work and lives in the African bush. The 35 men in the group are working on a wide range of projects in more than 15 different areas of the country.

Geologist Alan Tamura gets some pointers on spoken Swahili from members of the Gogo tribe in Dodoma.



Surveyor Jim Belisle, at work in and around Dar Es Salaam, instructs his Tanganyikan apprentice in use of surveying equipment.

Engineer Burt Segall in Morogoro assists Tanganyikans in use of heavy machinery.

Geologist Matthew Wright in Dodoma enjoys a musical moment with two young friends (right).

After a day of hard work, Burt Segall and his Tanganyikan friends join in a game of soccer (left).

Photos: John Moss, Black Star

Photo: Rowland Scherman, Peace Corps

THE PEACE CORPS AND HEIFER PROJECT INC. JOIN FORCES ON ST. LUCIA: Agricultural extension workers supplied by the Peace Corps—and animals given by a voluntary world-wide organization known as "Heifer Project, Inc.," are the core of an interesting project on the West Indian island of St. Lucia. In the picture above, agriculture teacher Merlin Skretvedt and an aide from the St. Lucian Department of Agriculture, check over a flock of geese sent by Heifer Project to be distributed to St. Lucian farmers who need them. Heifer Project collected these geese (and pigs and chickens to come) in the United States to be given to farmers on the condition that they give the first-born offspring away to someone else. By this plan, this self-propelling organization has aided agricultural areas in all parts of the world. 15 Peace Corps Volunteers on St. Lucia, experienced in animal care and agricultural techniques are teaching their skills to help farmers there give the animals proper care. Heifer Project and Peace Corps Volunteers will also work together in similar projects starting this fall in Ecuador and Bolivia.

Who's Who In Washington

The turning point for Bill Moyers, Associate Director for Public Affairs, came when he took a summer internship in the office of Lyndon Johnson, then Majority Leader of the Senate. The glimpse this gave him into national politics and the relationship he formed with the man who is now the Vice President, set in motion a chain of events which brought him finally to the Peace Corps. If he hadn't come to Washington in the summer of 1954, he would probably now be teaching ethics at Baylor University.

"I was all signed up at Baylor when an offer came from Mr. Johnson to join his staff as a special assistant working for the Majority Leader in his relations with other Senators," Moyers said. "To me, the offer was irresistible."

The special assistant became Johnson's executive assistant during the Senator's 1960 campaign for the Vice Presidency. In this capacity, he lived with the Johnsons for the better part of a year acting, among other assignments, as a liaison man with the presidential campaign of candidate John Kennedy.

Bill Moyers, Associate Director for Public Affairs.
Photo: Rowland Scherman, Peace Corps

Born in Hugo, Okla., Moyers was raised in Marshall, Texas, where he quickly established himself as one of the brightest students that the state of Texas has ever produced. While still in high school, he worked as a reporter on the Marshall News Messenger. He spent his first two college years at North Texas State in Denton, where he was twice elected president of his class and twice named the college's most outstanding student.

In 1954 he enrolled as a junior in the University of Texas in Austin. Despite a killing schedule of work (he carried a full time job at a radio and television station) and classes which allowed him a mere five hours sleep a night, Moyers graduated in 1956 with the Cabot Award given to the journalism student with the highest four-year scholastic average.

He was also given a Rotary International Fellowship for graduate study abroad which took him to the University of Edinburgh in Scotland where, during the academic year of 1956-57, he studied the ecclesiastical history of Western Europe. He completed this experience by touring all the countries of Western Europe.

On his return to Texas, Moyers was enrolled at the Southwestern Baptist Theological Seminary in Fort Worth. At the same time, he became director of information for the Seminary, which is the largest Baptist training institution in the world. Two and a half years later, he received his Bachelor of Divinity degree and was getting ready to teach at Baylor when he was lured away by Lyndon Johnson. Later, Moyers was awarded an honorary LL.D. degree from the University of Corpus Christi.

Ideas about American youth in service overseas were in the air when President Kennedy during his campaign proposed the creation of the Peace Corps.

Senator Johnson, who had embarked on his political career as Texas director of the National Youth Administration, believed deeply in the value of what he then called a "Youth Corps." He discussed the notion with Moyers, who became enthusiastic about it. After Kennedy made the first concrete proposals, Moyers determined to join the new agency.

The Vice President, understandably loath to release his assistant, was finally persuaded to do so. And last year, at the age of 27, Moyers became one of the youngest administrators on the New Frontier. As Associate Director for Public Affairs, he is responsible for all Peace Corps' recruiting, community participation in Peace Corps work, and the Peace Corps' relations with Congress.

Married to the former Judith Davidson of Dallas, Moyers has one son, "with another on the way."

VIGNETTES . . . The principal of Aggrey Memorial College in Arochuku, Nigeria seems pleased to have Peace Corps teachers Phyllis Porter and George Clarke on his staff. He refers to them as "My Kennedy girl" and "My Kennedy boy" . . . Phillip Lopes, community development worker in San Joaquin, Columbia, is trying to form a cooperative for farmers who now make about 11 cents a day. He is investigating the possibility of accepting a loan to the farmers from the students of Coalinga College in his homestate of California . . . Commending Northern Illinois University for revising its second training program for Malaya in the light of the first group's experience, "Subsistence" (the Peace Corps newsletter in Malaya) comments: "Isn't it great to be guinea pigs? Be grateful, Malaya II!" . . . "The Peace Corps Lion"—newsletter recently off the press in Sierra Leone—sports articles in Krio, Temne, Kono and Mende, the four main languages of Sierra Leone . . . Willie Mae Watson, teaching at the Women's Training College in Kano, Nigeria, says the arrival of two Peace Corps teachers added two more accents (Northern and Southern) to those of the college's international faculty members. Although all the students speak English, the accents of Nigeria's various regions, of London, of North England, of Sweden, of Scotland, of St. Lucia, of Ireland and of Pakistan frequently lead to confusion. While discussing "behavior patterns" in her child development class, she wrote the two words on the blackboard (taking care to use the British spelling of "behaviour"). A student who had appeared bewildered through most of the class leaned over and whispered to her neighbor "Oh! Pah-terns." . . . Teachers Rex Jarrell, Bob Gelardin, Alan McIvor and Tom Torell have a zoo in their household in Bo, Sierra Leone. The menagerie includes a brood of half-grown chickens, a python, a fat mongrel puppy and a female chimp. A member of the Peace Corps staff—who is usually pretty hard to faze—visiting the boys from Washington was clearly startled when the python struck an apparently innocent bystander in the living room. The Volunteers explained that the python was simply angry because someone had moved it when it was sleeping. They went on to talk of other things. . . . In another part of Sierra Leone, George Dewan and Ken Wylie—aided by a strong stream of water—recently killed a five-foot cobra as it emerged from a drain in their dormitory . . . Another Peace Corps pet is described by Dave Hibbard at the Mayflower School in Nigeria. "We have the cutest little antelope which is about one foot long and eight inches high. We got her from a hunter when she could hardly stand (about three days old, we figured). We have named her Jackie, in honor of the First Lady" . . . And reports from all parts of the world tell us there are over 30 Peace Corps dogs called Sarge.

LATEST OVERSEAS DEPARTURES

To: San Salvador, El Salvador
May 3, 1962

Robert Agonia, Garden Grove, Cal.
Anthony Bellotti, Staten Island, N. Y.
Ruth Burns, Sioux City, Iowa
Stephen Cockerham, Elwood, Indiana
William Dahnke, Porterfield, Wisc.
Harold Detrick, Horsham, Pa.
Daniel Dick, Spivey, Kansas
Beva Fegley, Berthold, North Dakota
Simon Garber, Mount Joy, Pa.
Gayle Kantack, Clifton, Kansas
Barry Klein, West Allenhurst, N. J.
Mary Ann McNichol, Danvers, Mass.
Richard Moos, Hondo, Texas
Michael Moore, Lansing, Michigan
Robert O'Leary, Meriden, Conn.
James Portman, Coraopolis, Pa.
Richard Poulson, Springville, Utah
Juan Reyes-Soto, Humacao, P. R.
Margaret Shutzbaugh, Paris, Illinois
Russell Studebaker, Pampa, Texas
Jay Suchland, House Spring, Mo.
Leonard Sweeten, Turlock, Cal.
Thomas Tisdell, Woonsocket, R. I.
Willard Wales, Iron River, Mich.
Clyde Wiborg, San Francisco, Cal.

To: Bogota, Colombia
May 18, 1962

Jerald Bailey, Saginaw, Mich.
Robert Bell, Charlotte, N.C.
Johnny Bennett, Baxter Springs, Kan.
David Bernard III, Miami, Fla.
Hagen Bruckner, San Anselmo, Cal.
Rene Cardenas, Dallas, Tex.
Leonard Davis III, Hingham, Mass.
Stephen Denlinger, Dade City, Fla.
Pasquale DeSantis, Los Angeles, Cal.
Frederick Detjen, Springfield, Ill.
Michael Doyle, Phoenix, Ariz.
Bud Driver, Jr., Cleburne, Tex.
Alexander Fisher, Jr., Ruxton, Md.
Robert Friedman, Union, N. J.
Fred Gates, Shepherdstown, W. Va.
Richard Hannigan, New York, N. Y.
Joseph Harney, Corpus Christi, Tex.
James Holmes, Goldsboro, N. C.
Richard Holmes, Springfield, Mass.
Lawrence Jasman, Edinburg, Tex.
Walter Kassela, Homewood, Ill.
William Kaupert, Jr., Glenview, Ill.
Charles Kline, Linville, Va.
William Knauss, DeKalb, Ill.
Lauren LeBlanc, Fresno, Cal.
Connie Lemonds, Tucson, Ariz.
Peter Palzis, Angwin, Cal.
Ford Parker, Asheville, N. C.
Frank Patrus, Jersey City, N. J.
Gary Peterson, Price, Utah
Roberto Ramirez-Rios, Utuade, P. R.
Gary Robinson, Palatine, Ill.
Refugio Rochin, Carlsbad, Cal.
John Schaubel, Seabrook, Tex.
Richard Simon, Portland, Oreg.
Darryl Smith, Thief River Falls, Minn.
Carl Stephens, Lexington, Ky.
Daniel Taylor, Warrensburg, Mo.
Willie Thompson, Portson, Ga.
Thomas Tirado, Eastman, Wisc.
John Tweten, San Jose, Cal.
Peter Wakeland, Seattle, Wash.
Jerald Webster, Fullerton, Cal.
David Wessel, Miami Beach, Fla.
George Wilson, Fairbury, Ill.

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